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January 21, 1936

4:00-4:30 P.M.

Strings and Voices

"College Heights."

Moore

Western Kentucky State Teachers College. We greet you all both great and small with the words of our college motto - - -

Voices

Life More Life.

Vibraphone

Chords.

Training School Orchestra

"The Cossack."

Moore

(Against orchestra) The orchestra of our Training School, under the baton of Mr. Weldon Hart, is playing Monger's "The Cossack." The first part is a Russian chorale and the second part is a Russian Cossack dance.

Orchestra continues.

Moore

That was the Training School Orchestra. Other musical organizations of the Training School, under the direction of Mr. Hart, will be heard in a few moments.

But first just a word of explanation. What is meant by "Training School"? A teachers college seeks to give prospective teachers not only a command of the subject matter they are to teach, but also a knowledge of the latest and best methods to be used in actual teaching. There are three ways to learn how a thing is done: first, to read about it and listen to talks on it; second, to watch it being done; third, to do it. Western uses all three. In order that prospective teachers may see good teaching being done and may actually do some of it themselves, the presence of children is indispensable.

So Western maintains a Training School, including all grades from kindergarten through high school, with a corps of competent critic teachers. The Training School is therefore the laboratory of the Teachers College. The groups contributing the music on our program to-day are composed exclusively of pupils in the grades and High School.

Educators are giving more and more attention to children of pre-school age. Mrs. Carolyn Seward is our kindergarten teacher. We have asked her for a brief statement concerning "The Importance of the Pre-School Years." Mrs. Seward.

Seward

The leading analysts of contemporary society are in accord as to the commanding position that the first six years of life assume in the fashioning of human personality. Scientific research has established the validity of the popular belief that first impressions are most important.

The trend of all pre-school organization is to set up a program that nurtures the complete child - his physical, social, emotional, and intellectual capacities. It is the desire of the new school that the child acquire desirable habits in every realm of his experience.

The later education and social training of the child depends to a large extent upon his physical development during the first years. The set-up of the pre-school program challenges the child to establish such habits as running, jumping, balancing, and climbing. Such play promotes the control of muscular coordination so that he manages his body with increasing skill. The school goes



far in establishing habits which will help to maintain and develop right attitudes toward health.

Through wholesome association with children of his own level the young child tends to develop habits that are the basis of future social adjustments. Many situations arise that are conducive to such desirable habits as tolerance, kindness, respect for the rights of others, cooperation, and responsibility. These qualities are the warp and woof of the pre-school program.

Closely related to social adjustment is the emotional development of the child. The child who pulls hair and pinches from curiosity about the response is dealt with as a learning person who has used an undesirable method of approach, rather than as an intentional intruder. The tense, irritable child who is overactive and flighty is placed in a quiet situation. The fearful child is given opportunity to feel security in the group. The shy, unresponsive child is stimulated to express himself more freely. Other behavior difficulties such as tantrums and stubbornness frequently disappear or are noticeably improved.

The child grows intellectually through experiencing. Such opportunities are afforded through group planning, suggesting, constructing, and evaluating. Through creative efforts habits of imagination, initiative, originality, and concentration are stimulated.

At no time in his life will the child be acquiring speech habits more rapidly. Habits of clear, simple, unhurried speech in a quiet tone are built up by means of

conversation, stories, poetry, and group play.

The child of today is the adult of tomorrow and the training which he is given today determines the type of our future citizenry.

Moore

Among the features of the musical instruction carried on in the Training School is the development of glee clubs. The Boys' Glee Club will now sing "Excuse It Please," by Loomis. Nancy Matthews at the piano.

Boys' Glee Club

"Excuse It Please."

Moore

Pupils requiring certain types of special attention are assembled from time to time in what is called an adjustment room. Miss Sarah Taylor is in charge of this work. We have asked her for a few words concerning it. Miss Taylor.

Taylor

The Training School, being a laboratory school for Western Kentucky Teachers College, which has for its main mission the training of teachers, is ever on the alert in search of the best methods of teaching and developing the children who are enrolled in its grades and high school.

The Training School has as one of its fundamental objectives the development of a program that will give each child an opportunity to unfold according to his or her abilities, talents, and interests.

Under the present Director a new department was added in 1932 known as the adjustment room, and I have had charge of this work since its establishment.

In this work we have tried to accomplish at least three things. First, this room has been kept free from the stigma of the idea that it is for backward children.



Children come to this room from different grades at various times by the schedule, and at the end of their recitation they return to their home room and continue their work with their normally classified groups.

The most accelerated groups of the elementary departments are granted the privilege of coming into this room for an enriching and broadening program, thus being stimulated to do their best at all times.

The second thing we try to accomplish is to take care of the maladjusted child, who may be one who is too slow or too fast for his group as well as socially unadjusted. Unless an individual can properly adapt himself to all of his surroundings he will find that maladjustment means a life of friction.

We consider it especially unwise to bring to the attention of the class, or even of the children concerned, the relatively poor work of the least able pupils. They need encouragement, not discouragement. They merit help with their difficulties, not ridicule. They deserve optimistic assistance rather than criticism and publicity that may make them feel resentful or inferior.

For each child special treatment is necessary and materials must be provided. The motivation used is the child's recognition of his own success.

In the third place, this room is somewhat of a clinic where children's abilities and disabilities are diagnosed and remedial measures are devised.

It is our desire to help children express themselves richly and convincingly through a fearless facing of reality and through means that are socially acceptable, so that



happiness and satisfactory adjustment may result.

This room works at all times in cooperation with the regular teacher of the grade concerned and the Director of the Training School in carrying out the program of child adjustment.

In conclusion let me say that the Adjustment Room is used for observation and participation by college students. Thus teachers are trained at Western for this special work which is being introduced into various school systems.

Moore

The charm which the music of the colored race always possesses is well illustrated in the number to be presented now by the Training School Orchestra, an old negro slave chant, "Nobody Knows the Trouble I've Seen."

Training School Orchestra

"Nobody Knows the Trouble I've Seen."

Moore

No up-to-date school administrator can afford to be anything less than enthusiastic about the library of his school. Miss Geraldine Stephan, Librarian of our Training School, will now be given an opportunity to bring greetings and information from her department. Miss Stephan.

Stephan

The Training School revolves around its Library. There are many things of interest about the Library but I shall have time to tell you about only a few of them.

In January 1927 the Training School moved into its present location, establishing a very humble Library of only 114 books. Today the Library is housed in a beautiful, well-equipped room, convenient to all departments of the school. Good lighting, comfortable chairs and tables, and a generally attractive atmosphere make the Training School Library conducive to good reading and study habits.



Shelves arranged on two sides of the long rectangular room accommodate our book collection of 2962 volumes. These books are purchased with service in mind and therefore they contain sane, readable, and modern material. This providing of excellent background material enriches the work of the classroom and enlists a splendid cooperation between our faculty and the Library of which we are indeed proud.

The students are able through the use of the card catalog, to find information for themselves and they charge their own books efficiently. At the present time the Library is subscribing to 34 magazines which, aided by the Readers' Guide and a periodical file dating back to 1929, afford abundant reference material in addition to an excellent collection of encyclopedias and special reference books. The daily Courier-Journal and the Sunday edition of the New York Times bring in a valuable mass of pictorial material and special articles in many fields. An eight-tray vertical file, filled with envelopes of fascinating, up-to-date pamphlets and clippings, is indispensable in our Library.

The secrets and labor saving devices of a library are taught to students by the trained full-time librarian in charge of the Training School Library. Standards as set for libraries by the Southern Association of Colleges and Secondary Schools have been met by our Library and we are happy to be a member of that Association.

The Training School Library is particularly proud of its functional collection of library materials and of the real library atmosphere which pervades. We invite school librarians



who are attempting organization or standardization to visit us or mail your problems to us. The Training School librarian will gladly give her help and suggestions.

Moore

The Girls' Glee Club of the Training School offers you "The Almond Tree," by Repper. Nancy Matthews, accompanist.

Girls' Glee Club

"The Almond Tree."

Moore

The efficient Director of Western's Training School for the past six years has been Mr. W. L. Matthews. He came to this position with a valuable background of public school administration, and since being with the Training School has proved that he can be satisfied with nothing less than the best in this significant enterprise. Mr. Matthews is widely known as joint author of Adventures in Dictionary Land, a school book now being used in every state in the Union. I have asked Mr. Matthews to speak briefly on "Getting Students to Learn." Mr. Matthews.

Matthews

Among the various confusions in modern educational thought is one which is apt to cause wrong ideas regarding the fundamental of getting students to learn. The confusion in question is between appealing to the growing children through cooperation, helping them to see the "sense" in what they are to learn, and appealing to their "natural" interests on one side of the proposition as against appealing to them through the giving of prizes, marks, examinations, and rewards of an extrinsic nature on the other side of the proposition.

Getting students to learn is a subject of prime importance and interest to both teachers and parents everywhere. In the past few years my attention has been called to this problem by school authorities wherever I go, and in "parent-teacher"

meetings I have found fathers and mothers who are anxious about their children's welfare discussing the laws of learning and the best methods to be used in getting students to learn. All these discussions have led me to the conclusion that parents as well as teachers are beginning to realize that there is something more to be done than just getting students to go through the "motions of learning," - if by learning we mean something more than "cramming" in order that one may pass the final examination.

People who are not themselves directly concerned with the technical laws of learning seem to have caught the "new idea" of education which, while never advocating any short-cuts to learning, yet in the modern light of research and a better understanding of children and child nature, does show us that a number of "common sense" practices are superior to other practices based solely on external motivation, such as learning because someone else wants one to learn, or because some prize is offered for learning.

In the short space of time allotted on this program I shall attempt no more than to call attention to three things to be remembered in getting students to learn. These suggestions are not original with me because they are being used by many of our most successful teachers today who are solving the problem under discussion.

First, students learn best when they are willing to learn of their own accord, or in other words there must be a willing cooperation between teacher and students in the learning process. Wise teachers and wise parents ever keep in mind that "compulsion" will not lead to the highest



type of learning, and for this reason they are consciously striving to arouse the active interest of the student in the thing to be learned and thus secure his full cooperation, which fact alone goes far toward solving the age old problem of getting students to learn. But this is not, of course, the full answer to the problem at hand. Probably the full answer can never be had, but progress is made when cooperation is achieved.

The second thing to be remembered is students learn best when they see some "sense" in what they are trying to learn. So often we hear students say, "I do not see any 'sense' to all this". When they have this feeling, of course it is plain to see that they will take no interest beyond the requirements laid down to be met. They devote to their study just enough interest and attention to "get by". And this "get by" spirit that we hear so much about is born in this bewildering atmosphere of not knowing what it is all about. And when the course is finished we so often hear that familiar expression, "I'm glad I'm through with that course." And the learning process does not continue on through life as it should, and will if in the first place the course is worthwhile to the students taking it and if it is properly taught so that the students see some "sense" in the whole business of learning.

In the third place, it is much easier to get students to learn if the thing to be learned is presented in such a way as to appeal to students' "natural" interests. This of course is not easy, but no teaching is easy if well done.

Successful teachers have used this "natural" interest of students by presenting the thing to be learned in such a way that it seemed to be based on pertinent questions or problems proposed by the students themselves. Of course when students ask questions about a subject, though they are led to do so by skillful teaching, they are in the cooperative spirit and are placing themselves in a fine attitude to see the "sense" to the whole matter. This procedure has been called by some of our leading educators "setting the stage" to call forth spontaneous interests.

These suggestions at least grow out of much study of how children learn and a wide observation of the best methods that are being used by our most successful teachers who have had much training and rich experience.

In a word the three suggestions in this talk on "Getting Students to Learn" are:

1. Get their cooperation
2. Help them to see the "sense" in what they are to learn
3. Appeal to their "natural" interests

If this is done, and it can be done, I am convinced it will stimulate students to a greater educational interest than if we motivate learning through prizes, marks, examinations, and rewards of various sorts that too often create the "get by" spirit instead of that type of intellectual learning which enables one to work up to one's intellectual and spiritual capacity that makes life rich and noble and worthwhile.

Moore

Once more we hear the Training School Orchestra playing the "Dagger Dance" from Victor Herbert's opera



"Natoma," which deals with American Indian life. A feature of this selection is the barbaric sound of the Indian drums.

Training School Orchestra "Dagger Dance."

Strings "College Heights," fading for:

Moore This is the program of Western Kentucky State Teachers College, presented to-day by the Training School of the institution, of which Mr. W. L. Matthews is Director. You have heard the Orchestra, the Boys' Glee Club, and the Girls' Glee Club, all under the direction of Mr. Weldon Hart. Brief talks were made by Mrs. Carolyn Seward, kindergarten teacher; Miss Sarah Taylor, in charge of the Adjustment Room; Miss Geraldine Stephan, Librarian; and Mr. Matthews, Director.

We invite you to be with us again next Tuesday afternoon, same hour, same station. Earl Moore speaking. We wish you Life More Life.